



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	John Williams School No 5	K-6

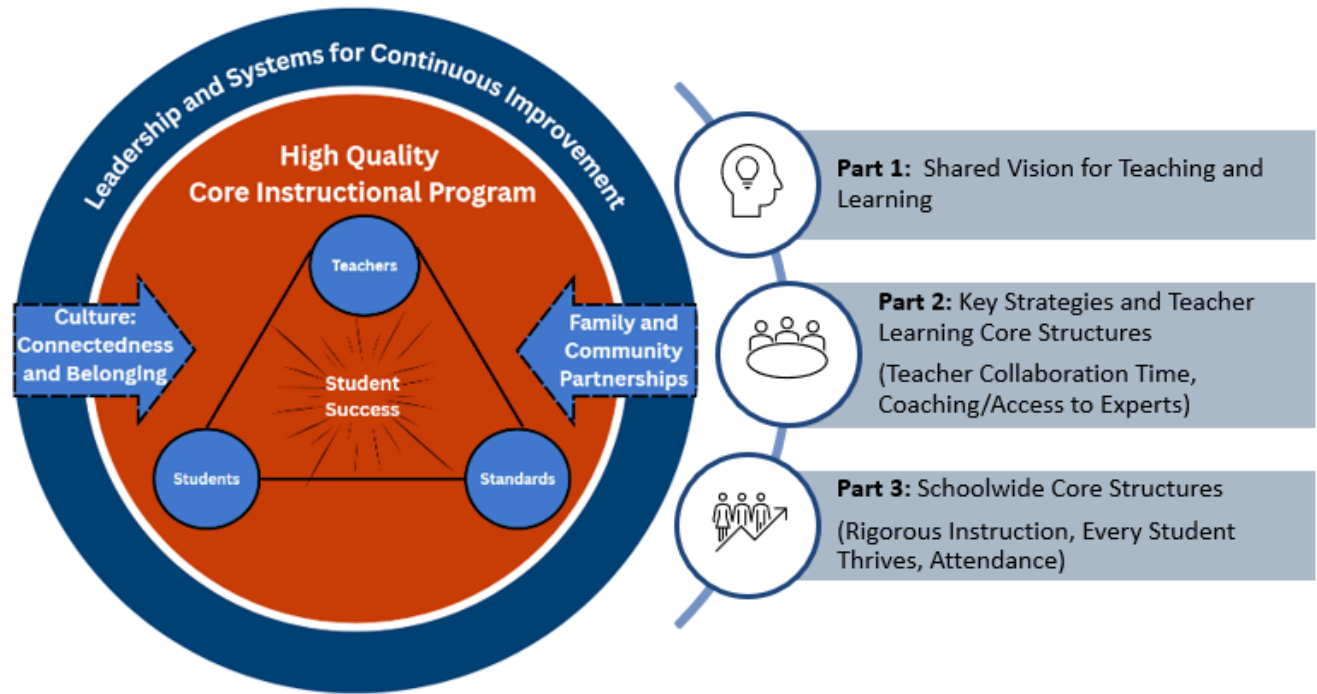
Collaboratively Developed By:

The John Williams School #5 SCEP Development Team

SCEP Team Members: Tiffany Lee, George Lombardo, LaToya Jones, Elizabeth O'Donnell, Marci Kolstad, Denise Greenaway, Susan Reed, Danielle Turner, Christine Valerio

And in partnership with the staff, students, and families of John Williams School #5 .

Part 1: Shared Understand of High-Quality Teaching and Learning



Part I: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction:

What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?

High-Quality, Tier 1 Instruction in RCSD ensures that every student, every day, experiences rigorous, grade-level learning in culturally responsive classrooms where students feel seen, valued, and empowered to think deeply, collaborate, and monitor their progress toward clear learning goals.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategies/Instructional Priorities

Schools **collaborate with their district** to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)

Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:

- Modeling lessons
- Co-teaching
- The Coaching Cycle
- Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	This structure will take place weekly on Wednesday during the school day and rotate biweekly for 1 hour or for 30 minutes led by Instructional Coach, Admin, and/or district staff.	
What does this entail?	The work will be led by the Instructional Coach, admin, and/or district staff. This will entail teachers' learning focused on: During PLC time, the following inquiry structure will occur cyclically: 1. Analyze Evidence (Where are we now?) • Review student learning, instructional, and implementation evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. • Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why. • Build shared understanding through professional learning, research, protocols, or examination of effective practices. • Connect learning to the identified instructional priority.	

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	- Engaging in Learning Walks within the building to observe the implementation of aligned unit protocols related to cognitively demanding tasks. Learning walks will help inform instructional shifts related to the embedded curriculum protocols. 3. Plan and Apply (What will we try?) - Identify specific instructional strategies, practices, or actions to implement. - Establish individual and collective commitments. - Coordinate support, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Identify evidence of implementation and student impact. - Create a plan to monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	This structure will take place weekly during the school day and rotate biweekly for 1 hour or for 30 minutes. Teachers will engage in school-wide Professional Learning led by Instructional Coach, Admin, and/or district staff. Teacher experts will offer ongoing work sessions before and after school, related to curriculum implementation.	
What does this entail?	The Instructional Coach and other school and district experts will facilitate professional learning and meet with teachers to provide coaching aligned to the instructional priorities. Coach will include identifying specific scaffolds needed to meet the needs of the diverse learners. - Supporting teacher learning on the school's Key Strategy with teams of teachers through the Teacher Collaborative Time structure. - Modeling lessons and Co-teaching lessons organized around the school's key strategy and connected to the topics explored during the Teacher Collaborative Time. - Supporting teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy.	

Implementation

Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
Instructional Coaches will participate in District training on District instructional priorities.		June 30
Some teachers will engage in Professional learning communities to ensure grade-level instruction in writing and math.		July - Aug.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Some Teachers will participate in the School 5 Summer Learning Academy to engage in differentiated sessions aligned to best practices that will allow students to engage in cognitively demanding tasks.	July- Aug.
The Administrative team will work to identify teacher experts that would be interested in leading sessions during the school year.	July- Aug.
The Administrative Team will create a schedule to allow staff to support classes with enrichment, social emotional learning and academics.	July - Aug.
The Administrative Team will establish a consistent system for ongoing teacher collaboration and communication, resulting in improved instructional coherence to ensure that all students have equitable access to grade level content.	July - Aug.

Key Strategy I

Instructional Priority 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Grade Level Chairs and the Instructional Coach will provide professional learning for teachers to identify grade-level cognitively demanding tasks using grade-level standards.		
September themes to help teachers learn this process and support this strategy may include: • What Makes a Task Cognitively Demanding? • Rich Tasks vs. Procedural Activities • Specific protocols in order to increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse		End of September
The Instructional Coach and the teachers will identify common pre-writing and post-writing prompts to ensure consistent evidence-based writing supporting claims and ideas. October themes may include: • Maintaining Cognitive Demand During the Task • Next step protocol to understand student thinking and to adjust instructional practices • High Expectations Instructional Moves for Writing • Ensuring All Students Participate in Cognitive Work in Writing		End of October
During Grade Level Meetings, the Instructional Coach and teachers will learn how to design rubrics aligned to the standards in order to calibrate grading of tasks. Teachers will also analyze provided rubrics to determine if it is cognitively aligned to the grade-level standards. November themes to help teachers learn this process and support this strategy may include: • Student Explanation and Justification • High Expectations Instructional Moves • Ensuring all students have access to cognitively demanding, grade-level work		End of November

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

The Grade Level Teams will identify and discuss how to implement quick formative checks for instruction. These protocols will help teachers adjust instruction and give students accurate feedback to make adjustments to their work.	
Themes to help teachers learn this process and support this strategy may include: ● Building Accountability for Thinking ● Peer Support Without Answer-Giving ● Mistakes as Resources for Learning ● Ensuring All Students Participate in Cognitive Work	End of December
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
The Administrative Team will analyze walkthrough data and student data to determine progress on the implementation of the key strategies and to make adjustments as needed.	Beginning of January
Instructional Coaches will coordinate identifying additional research on cognitively demanding tasks, to explore in future teacher collaborative team meetings, based on progress to date, including, but not limited to: ● The Art of Not Telling ● Thinking Classrooms vs. Answer Classrooms ● Comparing Strategies to Deepen Understanding ● What Makes a Task Cognitively Demanding?	Spring
Instructional coaches will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles, modeling when it is useful. ● Anticipate student thinking and likely misconceptions ● Plan prompts and scaffolds (not alternate tasks)	Spring

Instructional Priority 2

Instructional Priority 2	Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals
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FIRST HALF OF THE YEAR IMPLEMENTATION

What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
The instructional coach and administrators will work with teachers to help them learn how to unpack units to develop a common understanding of the task or standards to ensure equitable access by ensuring staff understand grade-level expectations to create Language Objectives . Themes to help teachers learn this process and support this strategy may include: ● Language Supports That Don't Reduce Thinking (MLL Focus) ● Productive Struggle Routines For Diverse Learners ● Unpacking the WIDA Assessment ● Create quarterly SMART goals	Sept.
Creating a consistent routine for Teachers and support staff to implement a variety of effective coteaching (Parallel, Station, Team) models during Tier 1 instruction. Themes to help teachers learn this process and support this strategy may include:	Oct.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

- Ensuring All Students Engage in Grade-Level Thinking - Equitable Participation in Classroom Instruction - Maintaining Cognitive Demand While Providing Access Equitable participation	
The Instructional Coach and the grade level teams will identify common routines, where educators coordinate instruction so students experience coherent and high expectation learning, by using consistent language across classrooms and specials, to ensure shared language. Themes to help teachers learn this process and support this strategy may include: - Assign roles focused on observing and prompting thinking - Agree on common prompts and language - Ensure support staff understand grade-level expectations	Sept-end of Oct.
The Instructional Coach and grade level teams will use the standards/ progressions to determine necessary scaffolds and language supports for multilingual learners (MLL) and SWD to ensure students' access to grade-level content. Themes to help teachers learn this process and support this strategy may include: - Scaffolding Without Taking Over - Responding to Struggle with Prompts, not Solutions - Language Supports that Don't Reduce Thinking (MLL Focus)	Sept.- Dec.
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
The Administrative Team will facilitate Data Meetings with grade level-teams, to analyze assessment data and student work, to support teachers with creating goals and identifying instructional moves to ensure access to grade-level content. Themes may include: - Maintain Grade Level Thinking for All Students - Support Students With Disabilities Without Reducing Cognitive Demand - Breaking Tasks Into Steps Without Simplifying Reasoning - Equitable Participation in Classroom Instruction	Spring

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy I

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	When I visit classrooms, I will see students engaging in discourse related to the content.		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Evidence of Teacher Practice Changing	When I visit classrooms, I will see teachers facilitating protocols that foster student discourse related to content .		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	When I visit classrooms, I will see students explaining their thinking using appropriate academic language as evidenced by a 15% increase in grade-level content unit assessments.	
Teachers will be...	Accurately assessing and providing feedback aligned to the standards of the cognitively demanding tasks; teachers will be able to demonstrate growth on their quarterly SMART goals.	

Key Strategy 2:

Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	When I visit classrooms, I will see students engaged in routines that promote problem solving, discourse and analyzing academic content.		
Evidence of Teacher Practice Changing	I will see teachers in grade-level teams using common routines, scaffolds, and protocols during Tier 1 instruction.		

What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	able to demonstrate a 15% increase on grade level content unit assessments.	

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Teachers will be...	able to demonstrate 15 % growth on their quarterly SMART goals	
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Survey Monitoring

Directions: Identify 1 or 2 teacher survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	12	10	19	46	13	
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.	2	11.5	17.3	44.2	25	
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine support so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	• A schoolwide inquiry cycle where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.	☐ NEW ☒ REFINE
When and how often will this structure take place?	This structure will take place at least one time per quarter.	

Part 3: Schoolwide Core Structures

What does this entail?	This will entail staff • Conducting teacher intervention/classroom walkthroughs • Collaboratively reviewing common student grade level work samples • Discussing implementation of identified routines and SMART goals to determine trends and next steps • Analyzing the finding based on the key strategies and creating instructional moves
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Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Building Level Teams will engage in a schoolwide collaborative walk.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Building Level Teams will review SMART goals data.

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Our collaborative time helps us make sense of what high quality instruction looks like in action.	8	11	14	50	17	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols to improve lesson rigor, thinking, and learning outcomes.	12	9	20	46	13	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.

Part 3: Schoolwide Core Structures

- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve support, and increase belonging.

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely support and access to rigorous grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels, identifying where students encounter conflicting messages or uneven experiences.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Every eight weeks, we will meet as a SIP Team.	
What does this entail?	• Collecting and analyzing street data, • Walkthroughs conducted by the admin team • Collegial discussions during grade level meetings • Administering student and staff surveys quarterly, specifically aligned to every student thrives section	
Every Student Thrives Core Structure 2 (if applicable)	A pattern-analysis routine where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Every eight weeks, we will meet as a SIP Team	
What does this entail?	• Collecting and analyzing street data and walkthroughs conducted by the admin team • Collegial discussions during grade-level meetings • Looking at survey data and various types of data that align with the identified components	

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Expectations for working hard and doing work are about the same in all my classes.	4	7	13	35	34	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Students seldom if ever, slip through the cracks at this school.	10	23	17	37	10	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring support remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	• A routine for monitoring whether attendance interventions are improving student participation and ensuring supports remain connected to academic expectations and belonging.	☐ NEW ☒ REFINE
When and how often will this structure take place?	This will take place weekly at attendance meetings and monthly at grade level meetings and MTSS.	
What does this entail?	This entails staff • Documenting parent/ family connects in Powerschool, within 48 hrs of absence • Creating and monitoring plans in Panorama • Notifying the Attendance Team in a timely manner of concerns and how it is impacting students accessing learning and feeling a sense of belonging • The Attendance Team reviews data weekly and takes next steps if necessary	
Attendance Core Structure 2 (if applicable)	• Structures for keeping families informed about attendance, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.	☐ NEW ☒ REFINE
When and how often will this	This structure will take place weekly.	

Part 3: Schoolwide Core Structures

structure take place?	
What does this entail?	This entails Staff • contacting families after noticing a pattern of absences and tardies, which impacts students ability to consistently engage in Learning • The Attendance Team will meet weekly to discuss/analyze data and determine next steps

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	87%	89.9%	89.7%	85.7%	83.5%	87%	87.5%	90.4%	86.8%
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	If I miss school, someone checks in to understand what's going on.	6	8	25	34	25	6
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why , not just report the absence.	5	11	8	40	32	3
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the remaining columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Vari ations in Data	Meeting 4: Student Intervie ws	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>		<i>4/17</i>	<i>5/2 5/9 5/16</i>
Tiffany Lee	School Principal	3/23	4/6	4/24	4/28	5/12	5/26	6/2 6/11 6/16	6/11 and 6/16
George Lombardo	Assistant Principal	x	x	x	x	x		xxx	
LaToya Jones	Special Education Teacher	x	x	x	x	x	x	xxx	
Elizabeth O'Donnell	Reading Specialist	x	x	x	x	x	x	xx	
Marci Kolstad	Instructional Coach	x	x	x	x	x	x	xxx	
Denise Greenaway	Interventionist	x	x	x	x	x		xxx	
Susan Reed	Special Education Teacher	x	x	x	x	x	x	xxx	
Danielle Turner	Classroom Teacher	x	x	x	x	x		xxx	
Christine Valerio	ELL Teacher	x	x	x	x	x		xxx	
Amy Alkiewicz	Director of Educational Improvement Services	x	x	x		x		xx	

Our Team's Process

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Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets [NYSED's Minimum Expectations](#).

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.